

# Relationships and Sex Education Policy



## The Cottesloe School

<b>Policy Type:</b>	Statutory
<b>Reviewed by:</b>	Miss E Gray (PSHCE Lead) Mrs C Hooley (Assistant Head of Teaching and Learning) Miss M Lay (Lead Teacher - Ethics and Philosophy and Sociology) Mrs C Hankin (Assistant Headteacher and DSL)
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<b>Approved by:</b>	Resources and People Committee - March 2025
<b>Last reviewed:</b>	24th May 2021
<b>Next review:</b>	Spring Term 2026 (earlier any legislative change)

*This policy has been written using specified governmental information supplied in 2020. The RSE Policy for all School platforms is currently up for review by the current government and may be subject to change.*

## **Defining Relationships and Sex Education:**

At The Cottesloe School we firmly believe in the need for all young people to receive high quality **R**elationships and **S**ex **E**ducation (RSE). We have integrated the compulsory elements of both RSE and Health Education into a much broader PSHCE curriculum.

*Please see the PSHCE Policy and the attached appendices for age related learning outcomes. The curriculum plan for an academic year can also be found on the School's website.*

Delivering RSE in this way provides the best context for this vital part of the School's ethos to promote wellbeing, develop positive self-image, foster positive relationships and provides a unique contribution to safeguarding our students now, in school, out of school and in their future lives. Our learning covers a wide range of aspects surrounding sexual health and relationships, as well as emotional health (SEMH) and wellbeing, consent, healthy relationships, sexual harassment, sexting, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and much more. Details of the statutory required outcomes can be found in Appendix 1.

The *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations* from 2019, (made under sections 34 and 35 of the *Children and Social Work Act 2017*), state that RSE is a compulsory educational entitlement for all students receiving secondary education in England from September 2020, with the exception of independent schools. All schools have legal duties (under the *Equality Act 2010*) to ensure that they cater for all students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. This very much underpins all that we aim to do within our PSHCE and RSE curriculum.

This policy is written in accordance with the DfE guidance document *Sex and Relationships Education* (final version published in June 2019) which replaces the guidance documents from 2000.

## **Working with parents:**

It is vital that we work in partnership with all parents and carers to ensure that there is an open dialogue and that parents and carers have the opportunity to understand the content and purpose of our RSE curriculum. Parents and carers should know what is being taught at each Key Stage and how best to support their child/ children.

We have an open door policy for any parents/carers who wish to find out more about our Schools' PSHCE, RSE and Health Education provision and encourage parents and carers to make an appointment with the subject lead should the need arise. Details of the Health Education, Relationships Education and Sex Education outcomes for Secondary School students are detailed in Appendix 1 of this policy. An up to date road map of curriculum content by year group

is available on the School Website. Each road map details what is being taught and what resources are being used in each half term.

Under the new legislation (with effect from September 2020) parents and carers do not have the right to withdraw their child/ children from the Health Education or the Relationships Education elements of the PSHCE curriculum as these are part of the statutory requirements for all students in England under the DfE guidance 2019. However, parents and carers are entitled to withdraw their child/children from designated sex education lessons. Requests for withdrawal should be put in writing for the attention of the head teacher. A meeting will be held to discuss the reasons for withdrawal between The Head of School, the Head of PSHCE and the parents.

Students can ask to be included in all aspects of the RSE curriculum and essentially opt back into designated sex education lessons in the three terms before they turn 16. The School therefore has a duty to provide sex education in one of the last three terms of a student's education. Please see Appendix 2 which is a DfE Guide for parents about RSE in Secondary Schools - Please note these are available in Arabic, Urdu and Somali if required.

### **Ethos & Intent:**

This area of the student's broad curriculum takes into account the statutory requirements and local context of our students whilst affording space for students to acquire the knowledge and cultural capacity (please see integration of the SMSC Policy below) that they need to keep themselves safe from relevant risks such as exploitation, forced marriage and unhealthy relationships including when using the internet and social media. We aim to enable our students to thrive as individuals, family members and ultimately members of society as a whole. We leave our students vulnerable if we fail to equip them with the skills, attributes and strategies to lead healthy, successful and happy lives, enabling them to be critical consumers and make safe and informed decisions both now and in their futures.

### **Aims of RSE:**

At The Cottesloe School we aim to take a positive approach to this vital part of the curriculum which does not intend to induce shock or guilt but focuses on how students can keep themselves and those around them safe and healthy.

#### *RSE at The Cottesloe School:*

- Is an identifiable part of our *PSHCE* education curriculum, which has planned, timetabled lessons across all the Key Stages;
- Provides an age appropriate curriculum that meets the needs of the changed statutory requirements but also reflects our students;

- Is taught by staff regularly trained in RSE and PSHCE (with expert visitors invited in to enhance and supplement the programme where appropriate);
- Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches and distancing techniques with opportunities to develop critical thinking and relationship skills (in alignment with the 6Cs and Healthy Relationships Ethos at The Cottesloe School);
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion;
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online;
- Gives a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity;
- Gives students opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views;
- Includes learning about how to get help and sources of support both in and out of School such as the School nurse and other health and advice services, including reliable information online;
- Meets the needs of all students with their diverse experiences - including those with special educational needs and disabilities;
- Seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change;
- Fosters gender equality and LGBTQIA2S+ (lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, 2-Spirited) equality and challenges all forms of discrimination;

### **Curriculum Content:**

The aim at each Key Stage is to ensure that all students are equipped with the information to help them develop nurturing, healthy relationships in all aspects of their life. Our part of the students curriculum aims to help them recognise what is acceptable and be able to identify risks and dangers for themselves and those around them, seeking support from suitable and trusted sources.

RSE teaches students the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and managing on and offline relationships.

The RSE Curriculum covers content about:

- Families – to include marriage, forced marriage, domestic abuse and divorce;
- Respectful relationships – to include friendships, family, on and off line and working relationships;
- Online and media - the similarities between the online world and the physical world, exploring the impact of obsessive behaviours for example comparing themselves to others including unrealistic body expectations and relationship expectations. Using social media inappropriately for example sexting;
- Being safe from harmful online behaviours and reporting abuse or harassment to the correct authorities. Avoiding the tendencies to fall into echo chambers that may encourage discriminatory tendencies;
- Intimate and sexual relationships in terms of keeping themselves and those around them safe and healthy including CSE and FGM;
- Changing adolescent body – This is a statutory requirement under the Health Education Curriculum and is mandatory for all students by law. Students will learn the key facts about puberty including the menstrual cycle, the physical and emotional changes that happen during this time;

*Further details on what we are required to teach by law can be found in Appendix 1.*

### **Implementation & Resourcing:**

High quality and well delivered RSE and Health Education affords our students the knowledge, strategies and attributes to make informed choices about their own health and wellbeing, keeping safe and managing challenges that they may encounter throughout their whole lives. Providing students with age appropriate, PSHE Association accredited resources gives students the opportunities to ask questions and explore issues that are real and relevant to them in a safe and managed environment, ensuring that the knowledge that they gain is factually accurate and up to date (this is consistently monitored by all teachers of PSHCE at The Cottesloe School) . Resources aim to inform about the law and legal rights and distinguish between fact and opinion. Lessons go beyond giving information but afford the opportunity to challenge norms and question attitudes and perceptions and is designed to be age appropriate whilst responding to the needs of our students and being sensitive in the delivery of key statutory requirements. We use a range of distancing and depersonalising techniques to facilitate discussion of sensitive issues in a safe environment and with opportunity for anonymity where necessary. Teaching RSE will include video clips, case studies, scenarios, films, documentaries, worksheets, games and on occasion guest speakers to enhance the delivery. The resources and content of all lessons are tailored to the age and maturity of the students within the group. PSHE Association accredited resources are used to ensure high quality, relevant, safe and up to date information is given. Examples of these resources are Brook, Medway, Childnet, Rise Above, DisrespectNObody, Alice

Ruggles Trust and The Diana Award #Mysenseofself. Further details about which resources are being used with which year group can be found on the roadmaps on the School website.

### **Impact:**

The RSE content provides students with well-chosen opportunities and contexts to challenge their understanding, embed new learning, revisit knowledge and deepen their learning at each Key Stage within the broader PSHCE framework. The overarching concepts developed through RSE are as follows:

- Students can demonstrate knowledge of how to recognise unhealthy and potentially risky situations, and know how and where to seek support and guidance from trusted sources;
- Students are equipped with the knowledge and skills to make informed decisions and take responsibility for their health and wellbeing and have understanding of the consequences that can arise for making poor choices;
- Students are well informed to recognise the risks that they may encounter in online relationships and are able to make safe choices and report issues responsibly;
- Students are well prepared to manage and maintain healthy working relationships in a variety of contexts throughout their whole lives;
- Students have skills to develop safe, caring and enjoyable relationships and can confidently discuss real life issues with age appropriate resourcing;
- Students have knowledge relevant to a range of relationship situations including different types of families, parenting, friendships, consent, relationship abuse, sexual abuse within and outside of relationships, sexual exploitation and grooming both on and offline;
- Students will have accurate understanding about their own bodies changing through puberty and in terms of sexual and reproductive health;
- Students will have understanding surrounding gender equality and LGBTQIA2S+ equality, be able to challenge discrimination, negative attitudes and address gender stereotypes;
- Students will be able to reflect on their values and influences (such as peers, media, faith and culture) that may shape their attitudes to relationships and sex, nurturing respect for different views in adherence to the Schools own Healthy Relationships Ethos;
- Develop a broader understanding of concepts such as power, consent and exploitation;
- Students will have a deeper understanding as to how to embody to 6Cs and Healthy Relationships Ethos of The Cottesloe School in their daily and future lives;

### **Training & Staff Responsibility:**

PSHCE and therefore RSE is taught by teachers who are well trained in all aspects of keeping children safe in education (KCSIE) and will ensure that School procedure is adhered to in the instance of a disclosure or witnessing anything they deem to pose a risk to the safety of a child. They have access to DfE guidance documents so that they have the most up to date and relevant

understanding of key concepts covered and approaches to use. The teachers, on the whole, are the students' Form Tutor who have therefore built a successful relationship with their group and who know them best. The school creates regular CPD opportunities to support staff with the effective delivery of RSE.

Teachers will create a safe teaching and learning environment which uses ground rules and distanced learning activities that enables everyone to handle questions with care, sensitivity and factually accurate information/guidance.

RSE at The Cottesloe School does not aim to promote early sexual experimentation nor does it aim to promote a particular type of sexual relationship. The aim of high quality RSE is to foster a culture of respect in all types of relationships and embed a greater understanding of their own values and identity both now and in their futures.

### **Links to other subjects within the School curriculum:**

#### RSE within Religious Studies and Ethics & Philosophy:

Sex and Relationship Education appears on the curriculum for those students that opt for GCSE Religious Studies. We aim to provide an inclusive and open-minded approach to RSE within the department that facilitates students to be accepting of the diversity of relationships and contemporary approaches to family, sexuality and orientation. We also encourage students to consider how there may be different approaches and attitudes towards diverse family types; we explore possible arguments surrounding these approaches, beliefs and attitudes in a nurturing and supportive learning environment. Below is a list of content that students studying GCSE Religious Studies will engage with.

#### Sex, marriage and divorce

- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

#### Families, gender equality and stereotypes

- The nature of families, including:

- the role of parents and children
- extended families and the nuclear family.
- The purpose of families, including:
  - Procreation
  - stability and the protection of children
  - educating children in a faith.
- Contemporary family issues including:
  - same-sex parents
  - polygamy
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.

### **RSE in Science:**

In the Science National Programme of study the following is taught:

#### *Key Stage 3:*

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. Adolescence changes for male and female bodies. Drugs, alcohol and smoking effects on our bodies, including pregnancy.

#### *Key Stage 4:*

8464- AQA Combined Science: Trilogy GCSE

8461- AQA Biology GCSE

#### *Topic B3 Communicable diseases*

- Bacterial Diseases (STDs and prevention through barrier contraception)
- HIV
- Treatments of bacterial STD using antibiotics

#### *Topic B5 Homeostasis and Response*

- Hormonal control of the menstrual cycle and changing adolescent bodies.
- Sexual reproduction (Sperm and Egg), to include fertilisation.
- Human Reproduction – structure and function of organs involved.
- Contraception methods
- IVF and fertility treatments

#### *Topic B1 Cell Biology*

- Evaluate risks and benefits, as well as the social and ethical issues concerning the use of stem cells from embryos in medical research and treatments (this *can* include discussion on abortion).

### **Links to Other Policies:**

Anti-Bullying Policy.

Careers Education, Information, Advice and Guidance Policy

Safeguarding and Child Protection Policy

Curriculum Policy

E-Safety

Equality, Diversity, Community Cohesion and Inclusion Policy

PSHCE Policy.

Keeping Children Safe in Education

Key Considerations for Incorporating SMSC into RSE Policy

#### 1. Understanding SMSC and RSE

- Spiritual Development: Encouraging students to reflect on their beliefs, values, and experiences.
- Moral Development: Helping students understand the difference between right and wrong and developing a sense of justice.
- Social Development: Promoting social skills, teamwork, and the ability to engage with others.
- Cultural Development: Encouraging an appreciation of cultural diversity and understanding different perspectives.

#### 2. Alignment with School Values

- Ensure that the SMSC components of the RSE policy align with The Cottesloe School's vision of "Prepare, Aspire, Succeed." This can be achieved by embedding the values of respect, empathy, and responsibility throughout the curriculum.

#### 3. Curriculum Design

- Integration of Topics: Incorporate SMSC themes into RSE topics. For instance:
  - Relationships: Discuss the importance of empathy and respect in relationships (Social and Moral).
  - Consent: Explore moral implications and the importance of mutual respect (Moral and Spiritual).
  - Diversity: Address cultural differences in relationships and sexual health (Cultural).
- Use of Case Studies: Implement real-life scenarios that challenge students to consider SMSC aspects in decision-making.

#### 4. Teaching Strategies

- Active Learning: Use role-play, discussions, and group work to promote social skills and moral reasoning.
- *Reflection: Encourage students to reflect on their values and beliefs through journal writing or group discussions, fostering spiritual growth.*

#### 5. Assessment and Evaluation

- Develop assessment criteria that include SMSC outcomes. For example, evaluate students on their ability to engage respectfully in discussions about relationships and diversity.

#### 6. Partnership with Parents and Community

- Engage parents and the wider community in discussions about the RSE policy, ensuring that the SMSC aspects are communicated clearly. This can foster a supportive environment for students.

#### 7. Staff Training and Development

- Provide training for staff to ensure they understand how to effectively integrate SMSC into RSE. This can include workshops on cultural competence, moral education, and teaching strategies that promote social development.

#### 8. Monitoring and Review

- Regularly review the RSE policy to ensure that SMSC integration remains relevant and effective. Gather feedback from students, parents, and staff to inform improvements.

### Conclusion

Incorporating SMSC into the RSE policy at The Cottesloe School will enhance students' overall development and prepare them to become responsible members of society. By aligning the RSE curriculum with SMSC principles, the School can create a more inclusive, respectful, and understanding environment for all students.

### **Consultation Process:**

This policy has been amended by *Miss Gray (Head of PSHCE and Teacher of Ethics and Philosophy at The Cottesloe School)* in collaboration with other subject leads (*Mrs Hooley and Miss Lay*) and the *Designated Safeguarding Lead*. The development of this policy included being approved in draft form by the governing board. Stage two invited key members of the School's safeguarding team to review the policy. The final stage was to resubmit the full policy for final approval to the Cottesloe School governing board.

### **Review:**

Once approved by governors this policy will be available on the School's Website and on a shared Google Drive for staff. It will be reviewed in three years after that process if not subjected to any

legislative changes. The content of the curriculum will be reviewed each academic year in line with the intent and ethos set out within the PSHCE policy. It is important to understand that in order to respond to the requirements of the students in the context of our School, resources and content must be regularly reviewed and updated.

Appendix 1 - legal requirements

Appendix 2 - DfE Guide for parents about RSE in secondary Schools

## Appendix 1

Taken from the government document which can be found here in full:

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf)

### 1.1 By the end of secondary School:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<b>Families</b>	Pupils should know <ul style="list-style-type: none"><li>● that there are different types of committed, stable relationships.</li><li>● how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>● why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>● the characteristics and legal status of other types of long-term relationships.</li><li>● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>
<b>Respectful relationships, including friendships</b>	Pupils should know <ul style="list-style-type: none"><li>● the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li><li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage</li></ul>

	<p>prejudice).</p> <ul style="list-style-type: none"> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>● what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<p><b>Online and media</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>● about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>● not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>● what to do and where to get support to report material or manage issues online.</li> <li>● the impact of viewing harmful content.</li> <li>● that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>● how information and data is generated, collected, shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse,</li> </ul>

	<p>forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <ul style="list-style-type: none"> <li>● how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>● that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>● the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>● that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>● the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>● the facts around pregnancy including miscarriage.</li> <li>● that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>● how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>● about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>● how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

## 1.2 The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding

sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

## **Appendix 2**

[https://assets.publishing.service.gov.uk/media/5f2c2b988fa8f57ac88dc996/RSE\\_secondary\\_Schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/media/5f2c2b988fa8f57ac88dc996/RSE_secondary_Schools_guide_for_parents.pdf)